

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)    Elementary    Middle    High    K-12    Other  
 Charter    Title I    Magnet    Choice

Name of Principal: Dr. Phillip Williams

Official School Name: Trion High School

School Mailing Address:  
919 Allgood St Ste 3  
Trion, GA 30753-1305

County: Chattooga   State School Code Number\*: 0791-0301

Telephone: (706) 734-7316   Fax: (706) 734-7692

Web site/URL: http://www.trionschools.org   E-mail: philw@trionschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Richard Lindsay

District Name: Trion City Schools   Tel: (706) 734-2363

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Connie Witt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 1        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>3</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 6468

Average State Per Pupil Expenditure: 7434

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	45	51	96
2	0	0	0	10	50	50	100
3	0	0	0	11	38	50	88
4	0	0	0	12	41	35	76
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							360

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
1 % Two or more races  
**100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1.	360
(5)	Total transferred students in row (3) divided by total students in row (4).	0.142
(6)	Amount in row (5) multiplied by 100.	14.167

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 8

Number of languages represented: 1

Specify languages:

**Spanish**

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 73

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>34</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	98%
Daily teacher attendance	95%	95%	95%	96%	96%
Teacher turnover rate	48%	32%	48%	25%	27%
Student dropout rate	1%	1%	1%	3%	1%

Please provide all explanations below.

**Teacher turnover rate appears high due to our small full-time staff of 26. Just one teacher retiring equates to 4% of our staff! In two recent years, Trion High School hired different Head Football Coaches who, by tradition, bring their own coaching staff with them. Finally, Trion High School had several older teachers who had been on staff for their entire teaching careers and retired in the last several years.**

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>87</u>	
Enrolled in a 4-year college or university	<u>52</u>	%
Enrolled in a community college	<u>27</u>	%
Enrolled in vocational training	<u>15</u>	%
Found employment	<u>5</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Tucked into the foothills of the scenic Appalachian Mountains, Trion High School is part of a small independent school system in Trion, Georgia, which is located approximately 100 miles northwest of Atlanta in Chattooga County. The current enrollment in grades nine through twelve is 360 students, and this has remained consistent for the past decade. Trion High School is a “school of choice” with 73% of the student population choosing to attend from surrounding counties. Because Trion High School does not have a bus transportation system, parents must provide transportation for their children to attend. The U.S. Census projected the population of Trion to be 2,059 in 2007 with a median household income of \$30,107. The area employers have traditionally been textile mills; however, the current economic downturn has severely affected the local employment opportunities.

Visitors to Trion High School remark on the evidence of high expectations, school pride and deep rooted tradition. Meticulous detail is given to the campus in “Walls of Accomplishments” that include students’ ACT and SAT achievements, college acceptances, newspaper articles celebrating student accolades, and STAR student and STAR teacher celebrations. Student work is mounted outside teacher classrooms. Trophies heralding Trion High School’s Debate Team, Literary Team, Chess Club and other student club accomplishments are proudly on display in the Media Center and in the hallways. The lobby is tiled in the school logo and motto “*Only the Useful Attain Happiness*”. The school goals are proudly posted in the hallways and printed on the inside cover of the Student Handbook. Students are reminded at every turn of the high expectations that their school, parents, and community hold for them. 100% graduation rate, superior ratings on state mandated graduation tests and excellent scores on college entrance examinations are three of the goals for students.

Staff members consider Trion High School’s mission “*to provide a challenging and relevant education that enables students to meet community and global expectations*” as the foundation for instruction. The Trion High School family has made a commitment to continue their reputation as an exceptional high school by utilizing innovative teaching strategies and strong school management. Chosen as a 2008 Georgia School of Excellence in Student Achievement, *additional recent accolades include* 2008 Governor’s Cup SAT Challenges Award Highest Score; 2008 Governor’s Silver Award for outstanding student achievement; 2007 highest graduation rate *in the state at 96.4%; in 2006 ranked #5 in the state for the highest SAT scores with a 1669 average; 2005 Governor’s Platinum Award for highest gain in test scores; and ranked in the top 5% of schools across Georgia with students passing the GHSGT on the first attempt (2001-2008)*. The students and staff recognize that these hard earned accomplishments were possible only through the staff’s passion to provide excellent instruction; high expectations for every student; and finally, with the support of parents and community.

In addition to high academic achievement, Trion High School strives to excel in a wide range of extracurricular activities, clubs, and sports. Students have the opportunity to develop their leadership skills in athletics, as members of steel drum, marching or concert bands, or in our variety of career oriented clubs such as Future Business Leaders of America or Family, Career and Community Leaders of America. The commitment to educate the “whole” child, to develop character and a sense of integrity is another aspect of the extraordinary education that students receive at Trion High School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Trion High School participates in the assessment system created by the State of Georgia. For accountability purposes, Georgia requires students who are in their junior year of study and have earned at least 14 credits toward graduation to take the Georgia High School Graduation Test. The students are tested in five areas: English, Mathematics, Science, Social Studies, and Writing. Students who do not score at a proficient level on any of these tests can not receive a high school diploma. Students have multiple opportunities to test; however, the state of Georgia bases accountability measures on first time test takers only. The state of Georgia has recently adopted a new curriculum called the Georgia Performance Standards. The Georgia Performance Standards replaced the Quality Core Curriculum. Due to these curriculum changes, english and science are tested on the Georgia Performance Standards, but mathematics and social studies are tested on the Quality Core Curriculum. The class of 2012 will be the first class to be tested completely from the Georgia Performance Standards. In the areas of english and science, the performance levels are basic proficiency (scale score 200 – 234), advanced proficiency (235 – 274), and honors (> 275). The basic proficiency level is considered meeting the standard. These levels took affect during the 2007 – 2008 academic year. In mathematics and social studies, the performance levels are pass (scale score 500 – 534) and pass plus (> 535); however, the federal government requires the state of Georgia to use basic proficiency (scale score 516 – 524) and advanced proficiency (> 525) for accountability purposes. A performance level of pass is meeting the standard for graduation. This information can be accessed at [www.doe.k12.ga.us](http://www.doe.k12.ga.us).

Trion High School has consistently scored in the top five percent of Georgia high schools on the percentage of first time test takers passing the Georgia High School Graduation Test. For the last five years, a minimum of 96 percent of Trion High School students have passed the english portion of the graduation test, and a minimum of 94 percent have passed the mathematics portion of the graduation test on the first attempt. In English a minimum of 74 percent of Trion High School students score at the advanced proficiency level. In Mathematics a minimum of 50 percent of Trion High School students score at the advanced proficiency level. Over the last five years, Trion High School students have made strong gains in Science and Social Studies. A remarkable aspect about Trion High School is that the measurable gains students are making are not occurring at the basic proficiency level but at the advanced proficiency level. In fact, one of the focuses of this institution is to increase the percentage of students achieving at the advanced proficiency level.

The overall student population achieves at a high level at Trion High School. Due to the small size of the high school, there is not a diverse population. In the junior class, which is the only class who are subject to state mandated assessments, there have only been two years with enough students to be classified as a sub-group of economically disadvantaged or enrolled in special education programs. These students have achieved at a rate similar to the general student population except for special education students in mathematics in 2005 – 2006 and 2006 - 2007. Unable to pinpoint the cause of the disparity between those scores, Trion High School instituted a new intervention program in the 2007 – 2008 academic year. The program, entitled Project Success, targets sub-groups of students who may have difficulty in the graduation tests. Project Success is individualized for each student. This program helped those students enrolled in special education programs be more successful in 2007 – 2008 as evidenced by their scores.

### 2. Using Assessment Results:

Teachers and administrators work collaboratively to evaluate and analyze data generated by high-stakes testing such as End-of-Course Tests (EOCT) and the Georgia High School Graduation Tests (GHSGT). The data, coupled with classroom grades and performance, are vetted to identify trends in achievement, achievement gaps, best teaching practices, and weak instructional areas. The identified strengths and weaknesses are disseminated to the appropriate instructional departments in order for individual teachers to create solutions to reduce the

weaknesses in their instruction and student achievement and to elaborate on their instructional successes. Specific results have included students taking a particular class in a 55 minute year-long class period that provides more seat time than a 90 minute single semester block class; after-school tutoring; placement in a year-long 55 minute period for GHSGT tutorials that is proudly call “Project Success”; placement into the Honors English and Physical Science classes; and finally appointment into the AP English Literature and AP Calculus AB classes.

Data that is generated through diagnostic testing and students’ classroom performances are subsequently used to form individualized learning plans for students in order to educate them to the highest possible level.

Finally, every staff member participates in an end-of-the-year survey to gather additional information. It is this additional input that provides the Professional Learning opportunities for teachers to help them improve their instructional techniques and knowledge base for the benefit of the students. Community stakeholders are also asked to participate in the school’s end-of-the-year survey to ascertain areas that are perceived as deficient and those that are identified as highly effective. Professional evaluation of effectiveness of instruction is encouraged and fostered by our administration throughout our school year.

### 3. Communicating Assessment Results:

Trion High School is very proud of the communication it maintains with stakeholders in all areas and particularly with assessment results. At each four and one-half week intervals throughout the school year, student progress is printed in each class and given to each student and parent. Additionally, daily progress can be monitored and evaluated by the student and his family through a “Parent Portal” available on the school webpage. A user identification name and individual password code is provided to each student for privacy purposes.

An entire page in the Student Handbook is devoted to Standardized Testing. Each student receives this handbook on the first day of school. The principal reviews each page of the handbook with the entire student body to ensure that all students are well informed about all school policies and activities which include optional and mandated testing. In each category of testing, a thorough explanation of each test is provided in the Student Handbook. The State of Georgia’s Governor’s Office of Student Achievement releases state test data electronically, and this information is made available to teachers immediately. This allows teachers to identify performance gaps; determine necessary interventions; target students in need of remediation; and further challenge those students who have mastered and exceeded beyond the state guidelines.

As soon as hard copies of state test results are available, parents are given these results. The other avenues of communication that are available to students, parents, and the community are through public monthly local Board of Education meetings, GaDOE website, and news releases to our local newspapers and our local radio stations. Great attention is given to ensure that the results of the assessments are understandable and worthy of student and teacher effort.

### 4. Sharing Success:

Trion High School is the heart and soul of the Trion community. This is exemplified by the graduation ceremony being standing-room only. Football fans come out on Friday nights even if they do not have a child on the field and regardless of the season’s record. One student’s success is celebrated by the entire school and yes, by the entire community. This is the essence of Trion High School. Trion High School's ability to communicate success is done through many avenues. The local newspapers devote two full pages to the weekly student - published school newspaper which highlights student and school accolades and events. The Rotary Club and Optimist Club sponsor and applaud student scholarship events including STAR student, oratory and essay contests. The school webpage, [www.trionschools.org](http://www.trionschools.org) is updated weekly with achievements. School successes

are shared frequently at workshops conducted by the local Regional Educational Service Agency (RESA) and at intra-school system conferences.

Other school systems frequently ask that their teachers and administrators be allowed to visit Trion High School and observe instruction. These requests are the result of Trion's high test scores and excellent graduation rate. It is always a pleasure to welcome these guests at Trion High School as a time of collaboration and opportunity to share.

If Trion High School is named a Blue Ribbon School, everyone in the county would be aware of this extraordinary award and celebrate! Every fast food restaurant would hang congratulatory proclamations on their signs; senior citizens who gather to solve the world's problems over their morning coffees would speak of little else because our students are their grandchildren, their neighbor's children, the hardware store owner's nieces and nephews. Trion High School's success is their success. Our disappointments are our community's challenge to improve. Norman Rockwell painted and commemorated communities such as Trion. We look after each student as our own; and this is the core of Trion High School's success. It is with great pride that we speak at our local civic organizations, publish in our local newspapers, update our school webpage, and share with other schools at workshops and conferences. It is our intention to share for many years this prestigious nomination and our passion for earning our place as a Blue Ribbon School.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All high schools in the state of Georgia are currently mandated to provide three tracks for graduation. Students who will graduate in 2009, 2010, or 2011 may graduate with a College Preparatory or Technical Career Diploma. Students who will graduate in 2012 or beyond are under a new graduation rule with different criteria.

Students who are graduating in 2009, 2010, or 2011 are required to take Ninth Grade Literature, Tenth Grade Literature, American Literature in their junior year, and English Literature in their senior year. Students enjoy the study of 20th century novel favorites such as “To Kill A Mockingbird” and the study of Shakespearean classics. Research projects are required to provide essential elements of writing for our students.

Four units of mathematics are required for graduation. At Trion High School, this typically involves Algebra I which is offered in the 8th grade, Geometry in the ninth grade, Algebra II in the tenth grade, Trigonometry as a junior, and AP Calculus AB as a senior. The mathematics course of study for our Technical Career students includes Pre-Algebra TC in the ninth grade, Concepts of Problem Solving in the tenth grade, Algebra I in eleventh grade, with Business Math in the senior year. Students find the discipline of math an essential component on college entrance exams such as College board’s SAT and the ACT. Additionally, this provides the indispensable skills needed for high functioning adults. Math teachers constantly use technology such as interactive SMART boards to introduce and reinforce math concepts.

Three units of Social Science are required with one credit of U.S. History and one-half credit of Economics mandated by the state. Other courses that are available include World History, Government, World Geography, Psychology, Sociology, Current Issues, and Individual and the Law. Three units of Science are required which can include Physical Science, Biology I and II, Chemistry, Anatomy and Physics. Technical Career students have the option of taking Environmental Science as their third science. All students are required to take Health/Personal Fitness. Teachers provide many hands-on labs and projects to promote interest in the sciences and social sciences as students consider their career options in these areas.

College Preparatory students must take two years of a foreign language. Spanish is the only foreign language that is offered at Trion High School. Spanish students have the opportunity to study Latino artists, attend a Spanish ballet, and enjoy a trip to a local Mexican restaurant as a part of the hands-on and relevant approach to the study of this language. Vocabulary and conjugations are available through podcasts and vodcasts on our school webpage.

Georgia introduced new graduation requirements beginning with the 2008-2009 school year. Students on track to graduate in 2012 are required to take a fourth science. Trion High School will add a course entitled “Conceptual Physics” which provides curriculum that will be tested on the GHSGT in March of the students’ junior year. The most significant change to the state curriculum is in the area of mathematics. Curriculum will now be structured in Math I, II, III, and IV which will combine concepts from Algebra I, Geometry, Statistics, and the manner in which they are inter-related as a discipline.

Data is constantly reviewed in an effort to provide the most rigorous and relevant instruction for students. Georgia Performance Standards and the Workshop Model are methodologies consistently used to enhance student learning and provide those skills necessary to be a lifelong learner. Trion High School recognizes the effort that is required to promote the highest standard of excellence in education and will continue to provide superior instruction for all students.

## 2b. (Secondary Schools) English:

Trion High School's English curriculum focuses and expands upon the Georgia Performance Standards. The program integrates reading, writing, listening, and speaking which enables students to develop necessary skills for achievement across the curriculum. Each course addresses a variety of genres promoting an understanding of structure and meaning of diverse works of literature. Through high expectations, students are encouraged to thoughtfully and purposefully listen and read to increase comprehension while recognizing a vast array of literary devices, such as author's purpose, style, theme, and plot. Each course is further developed by incorporating all modes or genres of writing. A basic foundation of grammar, conventions, and the writing process is built upon to produce proficient writers. Students are challenged to compose for a variety of purposes, thus expanding their formal and informal written expression. Students are not only expected to become adept readers, listeners, and writers, but also competent speakers. Effective speaking is accomplished through an assortment of group discussions, student responses, and oral presentations. This combination of reading, writing, listening, and speaking is the framework of the curriculum. As a student progresses from one grade to the next, the level of complexity increases forming a deeper understanding and appreciation of literature.

In an effort to ensure no student is left behind, Trion High School's English curriculum is designed to meet the individual and diverse needs of all learners. Students with more advanced levels of English abilities are persuaded to broaden their skills in Honors and Advanced Placement (AP) English classes. English Language Learners (ELL) participate in resource classes and use computer programs to enhance language acquisition while inclusion classes provide support for academic success. Students with disabilities and those reading below grade level receive tutoring, differentiated instruction through resource and inclusion settings and innovative programs such as Project Success. Recognizing the increasing diversity among students, Trion High School has fashioned its English curriculum to prepare all students for the challenge of post secondary endeavors.

## 3. Additional Curriculum Area:

### Mathematics

The math department at Trion High School follows the curriculum outlined by the Georgia Department of Education. The high school continues to offer compartmentalized courses in Algebra I, Geometry, Algebra II, and Trigonometry for those students who entered high school with graduation requirements based on the state's Quality Core Curriculum. However, the current freshman class (Class of 2012) takes courses based on the new Georgia Performance Standards.

New course frameworks provide a skeletal outline of integrated mathematical study. Teachers are given topical directions and personal latitude for developing lessons which relate multiple mathematical areas. This first year, the curriculum has grown to include Georgia Math 1 and Georgia Accelerated Math 1. Each course is constructed of topics in Algebra I, Geometry, Algebra II, and Statistics with emphasis on how each subject supports and extends each other subject. Georgia Math II and Accelerated Math II will be implemented next year, and Math III, Accelerated Math III, and Math IV will be implemented in subsequent years.

Along with the new courses, Trion High School also offers Mathematical Money Management. Students learn financial survival skills such as maintaining a checking account, understanding credit cards, choosing a mortgage, calculating wages, buying a car, completing a tax return, applying for college financial aid, and using Internet financial resources.

Trion High School embraces the new math curriculum and uses it to achieve the school's mission "*to provide a challenging and relevant education that enables students to meet community and global expectations*". Having a multitude of skills gives each student an increased chance to succeed; however, the administration and faculty know that offering students skills which are both fundamental and relevant equips students not only to succeed but to excel.

Trion High School constantly analyzes data and revamps instruction to discover better ways to deliver instruction to students. Instructors employ the “Workshop Model” and Georgia Performance Standards methodology to enhance delivery of all present courses – even those developed under the old Quality Core Curriculum.

While the state’s math curriculum is standardized across all public schools, Trion High School’s special approach seeks to focus on developing student mastery of vital skills with an emphasis on lessons which show connections to their developing lives.

#### 4. Instructional Methods:

Trion High School implements a curriculum based on clear and measurable expectations for student learning. Opportunities are provided for students to acquire requisite knowledge, skills, and attitudes. The school supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity. Trion High School also fosters the implementation of interventions to assist students in meeting learning expectations.

Innovative programs serving a diverse school population are utilized for optimum student achievement. The school addresses the needs of an increasing English Language Learner population through the use of the Rosetta Stone Program. Trion High School prides itself on the design of Project Success to address the needs of at-risk students. School staff organizes tutorial sessions for students after the school day in preparation for End of Course Tests and Georgia High School Graduation Tests. In addition, SAT and ACT preparation classes are included in the school’s course offerings.

Career development is addressed through guidance counselor advisement, informal and formal interest inventories, and selected course offerings. These career related course offerings include Apprenticeship, Job Shadowing, Certified Nurses’ Assistant, and Early Childhood Teacher Apprenticeship. Field trips are planned to familiarize students with the many opportunities available to them outside the high school setting. Advanced Placement classes are offered to provide students more rigorous course options, and on-line classes allow for additional offerings. Classroom teachers afford gifted students opportunities to participate in challenging activities and projects. Credit recovery classes are available for students lacking course credits needed to fulfill high school graduation requirements. Dual enrollment and Georgia Virtual School courses also serve the diverse needs of Trion High School students. The school provides an alternative classroom to serve students who are eligible to remain in the regular classroom but are more likely to succeed in a nontraditional setting.

Student support services offer inclusion classes to allow special education teachers and regular education teachers the opportunity to co-teach in the regular education classroom. Special education students are also served in the resource classroom setting. Testing accommodations for special education students are followed as specified in Individualized Education Programs. In addition, student support services provide postsecondary transition assistance by developing individual student transition plans. The school guidance counselor and vocational rehabilitation counselor assist special education students with postsecondary plans and services. Assistive technology is utilized to support English Language Learners and students with disabilities. Examples of the assistive technology include AlphaSmart word processors, hand-held dictionaries and spellcheckers, Smartboards, Rosetta Stone, EdMark, and Auntlee.com keyboarding.

Trion High School continues to develop programs that address the diverse needs of all students and enhance their global awareness. The school staff implements research-based strategies for student learning. Instructional methods are used to facilitate achievement, allow for differentiation, and provide interventions based on individual student needs.

## 5. Professional Development:

Trion High School works diligently to ensure highly-qualified staff are in all positions. Staff are provided with ample opportunities to learn appropriate and necessary content and skills. Funds are budgeted for professional learning, which ensures staff members are highly qualified for their positions.

Professional learning at Trion High School provides the training necessary to meet the goals in the system improvement plan. Staff development is based on identified goals and state and local requirements. All faculty and staff members participate in an annual needs assessment to recommend professional learning opportunities. Results are compiled and ranked in order of importance. A professional learning advisory committee, in accordance with State Board rules, is responsible for approving on-site professional learning activities. Documentation of professional learning and its budget are maintained at the central office. Trion High School is a member of the Northwest Georgia Regional Service Agency (RESA) which provides many professional learning opportunities to Trion's teachers, support staff, and paraprofessionals. The director of Title IIA supports teachers' efforts to add certifications to become highly-qualified and ensures that study materials are available for teachers preparing to take the Georgia Assessments for the Certification of Educators (GACE).

Teacher orientation is provided to ensure that new teachers receive timely and effective induction and training. During this training, teachers are provided with valuable information concerning district initiatives, policies, procedures, and expectations. New teachers are provided with curriculum maps and units of study for their assigned teaching position, information on standards-based classrooms and the Pyramid of Interventions.

When Georgia moved to a standards based curriculum, Trion High School's Science teachers attended professional learning workshops in order to learn how to "unpack" and deliver standards based curriculum. As a result, Trion High School students, who previously were exceeding state standards on the Science portion of Georgia High School Graduation test at 24% moved to an exceed rate of 70%!

## 6. School Leadership:

The leadership structure of Trion High School includes the principal, one assistant principal, and a teacher chairperson for each subject area. A team-based approach is adhered to in order to encourage shared leadership across all grade levels. The leadership role of the principal is to guide the school leadership team, consisting of the assistant principal, school counselor, and the subject area chairpersons, to meet the school mission that all children deserve a quality education regardless of their socioeconomic status, race, or gender. The school principal leads the school faculty meetings to communicate and ensure that expectations and goals are being met.

To help provide support to the leadership structure of the school, Trion High School also has a local school council that serves as an advisory committee. This team consists of parents, community-business partners, teachers, and the principal. Students also assume an active role in contributing to the decision-making process by serving on student council groups or other elected positions.

Trion High School uses an "evaluate, prepare, educate, monitor", plan of continuous improvement to appraise organizational effectiveness and its impact on student performance.

The Balanced Score Card (BSC) is one tool that is used to identify needs and ensure that goals are established and actions aligned to meet targets. Subject area meetings, system wide, are held to evaluate the effectiveness of teaching strategies and to identify areas needing improvement. Team meetings are established with same subject area teachers at each school level to assess leading and lagging indicators and adjust action steps as needed. The principal serves as the facilitator for these findings and reports back to the school leadership team. Data from multiple sources are used to comprehensively assess organizational effectiveness while discerning needed resources and training to meet individual and collective needs of the students and staff of Trion High School.

To continue focus on student achievement, the school leadership ensures that instruction is driven by the Georgia Performance Standards. Teachers and leaders have received extensive training in unpacking standards, data disaggregation, goal setting, curriculum mapping, assessment of and for learning, and best teaching practices. This progressive work is ongoing, and the district leaders are working towards a performance evaluation instrument that will require evidence of implementation. Subject level, curriculum, and vertical team meetings help to provide a venue for school-based personnel to discuss best practices curriculum initiatives. As part of these discussions, work samples are compared and data analyzed to discern equity of expectations from classroom to classroom and grade level to grade level.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 11 Test: Georgia High School Graduation Test  
Edition/Publication Year: 2007-2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic Proficiency + Advanced + Honors	99	96	94	99	95
Advanced + Honors	68	55	50	59	51
Number of students tested	81	88	85	68	68
Percent of total students tested	100	97	100	99	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Basic Proficiency + Advanced + Honors c. 2007-2008			64		
Advanced + Honors c. 2007-2008			64		
Number of students tested			14		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Basic Proficiency + Advanced + Honors		40	17		
Advanced + Honors		20	17		
Number of students tested		10	12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 11 Test: Georgia High School Graduation Test

Edition/Publication Year: 2007-2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic Proficiency + Advanced + Honors c. 2007-2008	99	99	98	98	96
Advanced + Honors	74	82	74	76	74
Number of students tested	81	89	85	68	68
Percent of total students tested	100	98	100	99	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Basic Proficiency + Advanced + Honors 2007-2008			93		
Advanced + Honors			57		
Number of students tested			14		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Basic Proficiency + Advanced + Honors c. 2007-2008		80	75		
Advanced + Honors		20	50		
Number of students tested		10	12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: